DOCUMENT RESUME

ED 173 268 SP 013 731

TITLE	Individualization in the Middle School Language Arts Class (English Cluster XI-Module 1). Description of Teacher Inservice Education Materials.
INSTITUTION	National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.
SPONS AGENCY	National Inst. of Education (DHEW), Washington, D.C.
PUB DATE	76
CONTRACT	400-76-0091
NOTE	8p.
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Class Organization; *Individualized Instruction; *Inservice Teacher Education; *Instructional Materials; *Language Arts; Learning Modules; Middle Schools; *Reading Diagnosis

ABSTRACT

The learning module described is for English language arts teachers at the middle school level who are interested in familiarizing themselves with a personalized English language arts program. The contents of the module are outlined, and the activities and resources involved in its use are described. Ordering information for materials is provided, and a critique of the module is included. (JD)

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DESCRIPTION OF TEACHER IN-SERVICE EDUCATION MATERIALS

A. SUMMARY INFORMATION

Title: INDIVIDUALIZATION IN THE MIDDLE SCHOOL LANGUAGE ARTS CLASS (English Cluster X1-Module 1)

Publication Date(s): 1974

Intended Users: Preservice and inservice English language arts teachers who are interested in familiarizing themselves with a personalized English language arts program

Grade Level(s): Middle School

Number: Individual or group

Primary Focus: Individualization and personalization of language arts programs are highlighted.

School subject(s) and/or in-service topic(s) covered:

This module is intended to get teachers started in the individualization and personalization of a language arts program in order to work more effectively with pupils. It covers four specific objectives: 1) diagnosis and prescription 2) informalizing the learning environment 3) management of an informal classroom 4) identification of a skill which needs further development

What participant does in using the materials:

Reads, observes, does exercises in diagnosis, prescription, classroom organization, management of individualized program, and modes of pupil-teacher interaction. Most activities are carried out in a regular classroom situation.

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Resources:

A 129-page Module book, plus one consumable per participant; access to a middle school language arts classroom; peers or resource person (advisable for observation and evaluation of performance) are essential elements in completing this module.

Describer critique:

This is a module which appears to have a good match among objectives, activities and outcomes. The quality is good. The instructions can readily be followed and could lead to a good, basic understanding of the process of individualization of a language arts program.

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ELA13 Diagnosis - learning environment - pupil:teacher interaction TD
II30

1.0 PURPOSES:

Developers state the rationale for this particular language arts module:

"Because the transescent student is charactierized by differences in learning rates, in backgrounds, in social and emotional adjustment and a variety of intellectual aptitudes and abilities, individualized instruction is central to the middle school philosophy....The teacher...must bear in mind that in addition to the function of communication, the disciplines of language arts also help to clarify thoughts, feelings, aims, purposes, beliefs, interests and attitudes of individuals."

Upon completing this competency-based module, four specific objectives should have been attained: i.e., indentification of:

1) 3 diagnostic and prescriptive procedures that can be used in individualizing and personalizing instruction;

2) 3 procedures for informalizing and individualizing the learning environment;

3) 3 procedures for managing the informal classroom; and

4) one skill area in which teachers need to develop further in order to promote personalized and individualized instruction.

In effect, the middle school teacher should be able to work more effectively with pupils through the implementation of an individualized and personalized language arts program after completing this module.

2.0 CONTENT — Scope and Sequencing of Topics:

The module is made up of readings, study sheets and work sheets, A broad table of contents is supplied:

Prospectus
- Rationale
- Objectives
- Resources Required
- Instructions and Flowchart

Pre-Assessment
Enabling Elements Nos. 1, 2, 3, 4
Post-Assessment
Appendix
- Bibliography
- Supplementary Materials
- Module Evaluation Feedback Sheet
- Module Component Description Outline

"The material is so arranged that the participant can select those areas of personal need and work to improve specific competencies."

Examples of some of the study sheets:

1) Diagnosing and Organizing a Language Arts Program
2) Diagnostic Testing based on Piaget's Theory of Cognitive Development (Piaget article is included)
3) Planning for Change
4) From Chaos to Confusion - That's Progress!
5) Questioning Skills
6) Introducing Students to Contracting,
   etc.

Because this material is competency-based and because knowledge of one area does not necessarily depend upon knowledge of a preceding area, there is no need to follow this module in sequence.

3.0 ACTIVITIES AND RESOURCES INVOLVED IN USE OF PRODUCT

3.1 Description of main in-service activities:

Reading, observation, exercises in diagnosis and prescription, classroom organization and arrangement, management of individualized programs, modes of pupil-teacher interaction are the main inservice activities of this program.

3.2 Help given in use of product:

The module is self-contained and has all the information necessary to complete it successfully. Footnotes listing sources are included. Also, a bibliography of film titles, grouped according to subject, is provided.

In addition, a listing of educational modules relating to the cluster XI-Module 1 package is also provided in the Index.

4.0 EVALUATION OF TEACHER INSERVICE LEARNING

Pre and posttests are included for each objective. Also, there are: Planning of Individualized Assignment, and Presentation of a Technical Teaching Skill Needed for Individualization (peer or resource person evaluation).

5.0 ORDERING INFORMATION

5.1 Resources required/recommended:

Individualization in the Middle School Language Arts Class - English Cluster XI - Module 1 is the basic resource used.

All study materials needed to complete the suggested activities are included in the module. Supplementary materials for extended study are listed in the Appendix.

Consumables should be used when completing the activities. Access to middle school English classroom and peer participants and/or evaluator are required.

5.2 Distributor name/address:

Panhandle Area Educational Co-op.
411 West Boulevard South
Chipley, Florida 32420

Lester Ketchings, Director
(904) 638-4131

5.3 Components/approximate costs:

Component	Purchase	Rental	No. Req.	Reusable
INDIVIDUALIZATION IN THE MIDDLE SCHOOL LANGUAGE ARTS CLASS				
1 Module Booklet	± $1.80	-	Up to 6 at any one time	yes
consumable	± $ .60		1/per user	no

The work reported herein was supported by the National Institute of Education, Department of Health, Education, and Welfare, Contract No. 400-76-0091. The opinions expressed in this publication do not necessarily reflect the position or policy of the National Institute of Education and no official endorsement by the National Institute of Education should be inferred.

6.0 HISTORY OF DEVELOPMENT

6.1 Identification of the developer:

This module was developed by Dr. Mildred Augenstein, Director of Staff Developme Dade County Schools, 1410 N.E. 2nd Avenue, Miami, Florida 33132. She is well known as a workshop and Module development expert. She is a former English teacher, and is very much in demand for conducting workshops.

6.2 How developed and when:

In 1973, a Summer Institute, organized by Dr. D. Wepper at Florida Atlantic University and run by Ms. Augenstein for Florida teachers, developed a series of modules based on 60 competencies (12 clusters of 5 each) identified by a consortium committee during the 1972-73 school year. Dr. Augenstein wrote the modules the following year and spent the year after that validating the information as part of her doctoral dissertation.

6.3 Evidence of effectiveness with users:

The module is used within the Florida School System and outside of the state as well, and has received wide acceptance.

A Revision Feedback Sheet is included in the module for further evaluation of effectiveness with users.

C. DESCRIBER CRITIQUE

Appropriateness / adaptability / technical quality:

This material appears to be appropriate for teachers interested in individualizing middle school language arts, and in enhancing their own expertise in the field. It can be used by small groups or by individuals who have access to a middle school language arts classroom, where the activities can be implemented. Working with a group of peers, and the assistance of a resource person (who could demonstrate and evaluate) would make the process more meaningful than pursuing it alone. No time limit is specified.

Content accuracy/social fairness/community acceptance issues:

The credentials of the developer and the involvement of a large number of interested people in the development of this module, would point to content accuracy of the highest order. There is no evidence of ethnic bias, and the only item which might be considered questionable relative to sex bias is that a teacher is consistently referred to as "she". No other sex bias is evident.

Overall summary/comment:

This module is well organized and well thought out, and provides many practical suggestions for a teacher to use in individualizing a language arts program. As a competency-based exercise, it allows the user the option to be selective in his/her selection of the activities. The pre and post-tests make evaluation easy. Suggestions within the module and other references make it possible for participants to pursue the subject in fairly great detail.